

LANEY COLLEGE
Peralta Community College District
Annual Program Update Template 2014-2015

I. Overview			
BI Download:	10/24/2014	Dept. Chair:	Tamika Brown/Alicia Christenson
Subject/Discipline:	ASAME	Dean:	P. Savayong
Campus:	Laney		
Mission Statement	<p><u>The mission of the Laney College Ethnic Studies Department is to educate the community on critical race and resistance studies. Our department offers an interdisciplinary curriculum that advances the General Education goals of the college. We provide students with knowledge and skills to respond to the challenges facing a multicultural and globally interdependent world.</u></p> <p><u>The Department is comprised of four areas of study:</u></p> <ul style="list-style-type: none"> • <u>African American Studies</u> • <u>Asian/Asian American Studies</u> • <u>Mexican/Latin American Studies</u> • <u>Native American Studies</u> 		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F11	57	44	381	36	518
Census Enrollment F12	54	0	348	41	443
Census Enrollment F13	0	0	491	34	525
Sections F11	1	1	9	1	12
Sections F12	1	0	8	1	10
Sections F13	0	0	12	1	13
Total FTES F11	5.70	4.40	38.10	3.60	51.8
Total FTES F12	5.40	0.00	34.80	4.10	44.3
Total FTES F13	0.00	0.00	48.80	3.40	52.2
Total FTEF F11	0.20	0.20	2.14	0.20	2.74
Total FTEF F12	0.20	0.00	1.60	0.20	2
Total FTEF F13	0.00	0.00	2.20	0.20	2.4
FTES/FTEF F11	28.50	22.00	17.80	18.00	86.3
FTES/FTEF F12	27.00	0.00	21.75	20.50	69.25
FTES/FTEF F13	0.00	0.00	22.18	17.00	39.18

Note: Attendance Method "X" classes are excluded from the calculations.

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11	53	42	368	36	499
Total Graded F12	54	0	341	41	436
Total Graded F13	0	0	491	34	525
Success F11	42	37	299	24	402
Success F12	42	0	291	29	362
Success F13	0	0	380	24	404
% Success F11	0.79	0.88	0.81	0.67	0.81
% Success F12	0.78	0.00	0.85	0.71	0.83
% Success F13	0.00	0.00	0.77	0.71	0.77
Withdraw F11	3	2	32	9	46
Withdraw F12	1	0	19	7	27
Withdraw F13	0	0	67	2	69
% Withdraw F11	0.06	0.05	0.09	0.25	0.09
% Withdraw F12	0.02	0.00	0.85	0.17	0.06
% Withdraw F13	0.00	0.00	0.14	0.06	0.13

IV. Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11	0.00	0.00	1.00	0.00	1
Contract FTEF F12	0.00	0.00	0.80	0.00	0.8
Contract FTEF F13	0.00	0.00	1.00	0.00	1
TEMP FTEF F11	0.20	0.20	1.14	0.20	1.74
TEMP FTEF F12	0.20	0.00	0.80	0.20	1.2
TEMP FTEF F13	0.00	0.00	1.20	0.20	1.4
Extra Service FTEF F11	0.00	0.00	0.00	0.00	0.0
Extra Service FTEF F12	0.00	0.00	0.00	0.00	0.0
Extra Service FTEF F13	0.00	0.00	0.00	0.00	0.0
Total FTEF F11	0.20	0.20	2.14	0.20	2.74
Total FTEF F12	0.20	0.00	1.60	0.20	2
Total FTEF F13	0.00	0.00	2.20	0.20	2.4
% Contract/Total F11	0.00	0.00	0.47	0.00	0.365
% Contract/Total F12	0.00	0.00	0.50	0.00	0.4
% Contract/Total F13	0.00	0.00	0.45	0.00	0.4167

V. Qualitative Assessments	
<p>CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	n/a
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	n/a

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VI. Course SLOs and Assessment

Number of active courses in your discipline	7
Number with student learning outcomes (SLOs)	7
Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):	3
<p>Percent of courses that have assessed at least one SLO last year, 2013-2014: <i>Calculating your percentage: Number of courses assessed divided by total active courses in your discipline.</i></p>	30%
Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):	70%
If the percent of courses you plan to assess is not 100%, explain why here.	
<p>Briefly describe the general types of assessment methods you are using. (For example: common test questions, student papers evaluated with a rubric, student projects evaluated with a rubric, safety observation checklists, etc.)</p> <p>Exams, research papers, group projects</p>	
<p>List two examples of the most important plans for changes and improvements as a result of what you learned during the course SLO assessment process in the past academic year (Fall 2013- Spring 2014). State the course number for each example so that the details of the assessment findings and action plans can be located in TaskStream. *</p> <p>* This will be verified by checking in TaskStream.</p> <p>details/description of the assessment measure/method: In a written assignment, each student must explain, and compare political trends to a similar same sex marriage</p>	

proposition in Hawaii ten years prior. Comparatively, each student must explain why voting patterns changed using the provided primary document as well as support from course textbook.

- We should offer more writing assignments to help students successfully clearly demonstrate an understanding of race and ethnicity.
- Students need more support in using the textbook to frame new concepts/ideas related to new trends in Ethnic Studies.

List two examples of the **most significant changes/improvements your department has made** as a response to assessment results in the past academic year (Fall 2013-Spring 2014). State the course number and the academic year it was assessed for each example so that the details of the assessment findings, action plan and status report can be located in TaskStream. *

(* This will be verified by checking in TaskStream.)

(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)

- The department is working more closely with student support resources to coordinate assignments and improve academic skills in reading and writing.
- Researching articles for readers to supplement textbooks to provide more on new concepts/trends in the field.

VII. Program Learning Outcomes and Assessment

	Fall 2014
Number of degrees and certificates in your discipline (If your department doesn't offer any degrees or certificates, you don't have to answer the rest of the questions regarding program assessment.)	4
Number of degrees and certificates with PLOs entered into TaskStream: (* This will be verified by checking in TaskStream.)	4
Number of degrees/certificates that have assessed at least one PLO in the past year:	0
If less than 100% of your programs have assessed at least one PLO last year, what is your plan for assessing program outcomes for all degrees and certificates?	The Department will now assess all PLOs this year for 2014/15 to be in 100% compliance. Assessment was completed of 1 PLO for the 2013 academic year.

List two examples of the most important plans for changes and improvements as a result of what you learned during the program (PLO) assessment process in the past academic year (Fall 2013- Spring 2014). State the program name for each example so that the details of the Assessment Findings and Action Plan can be located in TaskStream. *

(* This will be verified by checking in TaskStream.)

n/a

List two examples of the **most significant changes/improvements your department has made** as a response to program (PLO) assessment. State the program name and assessment cycle for each example so that the details of the Assessment Findings, Action Plan and Status Report can be located in TaskStream. *

(* This will be verified by checking in TaskStream.)

(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)

n/a

VIII. Strategic Planning Goals

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission

Describe how goal applies to your program.

Ethnic Studies is one of the few programs that offer emancipated spaces for historically marginalized student populations. Ethnic Studies not only teaches the histories and intellectual traditions of people of color, but it empowers students to understand their own struggles and experiences as authentic community assets. Our program utilizes an interdisciplinary approach to question and transform racial, ethnic, and gender inequality through a commitment to engaged pedagogy, social change and social justice. Students are pushed to think beyond the status quo, and are given support and leadership development in order to actively respond to the challenges facing our multicultural and globally interdependent world.

Beyond the classroom, our program is committed to:

1. Bridging Laney College to the community through building ongoing strategic alliances with organizations, high schools, social justice leaders, and alumni
2. Increasing Laney student diversity and recruitment through outreach and network.
3. Developing community led certificates and programs like the Community Change Studies program
4. Working collaboratively with academic and student support programs to offer workshops and panels on Identity Development, Gender Equity, and Cultural Awareness.
5. Providing mentorship to students through student group advising (i.e.

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the Black Student Union, Brown Alliance of Students Taking Action).

IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

X. Action Plan

Please describe changes in your program since your last program review or annual program update that requires additional resources not addressed in your last program review or annual program update. If additional resources are need, please reference data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). In describing changes, consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans, goals and specific action steps for the coming year.

The curriculum is still relevant to the various fields of study. All the course offerings in ASAME were updated for CSU/UC articulation in Spring 2014. The course included the history series, As/Ame 45A, Asian American History to 1945 and 45B, Asian American History 1945 – Present. There are (7) active courses; however only four (4) of the classes are offered. They are As/Ame, 30, Asian and Asian Americans Through Film, As/Ame 32, Asian-American Psychology, and As/Ame 45A, Asian-American History to 1945 and As/Ame 45B, Asian-American History – 1945 to the Present. However, we still need to develop the discipline to include more contemporary classes.

XI. Resource Needs: Using the Excel Spreadsheet (separate document)

FORM A

Please describe the need and prioritize any NEW faculty requests.

FORM B

Please describe and prioritize any NEW **equipment, material, and supply** needs. For Instructional Equipment & Library Material (including instructional equipment repairs).

FORM C

Please describe and prioritize any NEW facilities needs using Form C.

FORM D

Please describe the need and prioritize any NEW classified and student worker requests.

TECH FORM

Laney College Technology Equipment Request Form: Please list your computer and other technology needs in this form.